



**SPARTANBURG  
COMMUNITY  
COLLEGE**

**STUDENT DISABILITY SERVICES**

**A FACULTY/STAFF GUIDE**

**2010 - 2011**



# **STUDENT DISABILITY SERVICES**

## **A FACULTY/STAFF GUIDE**

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This resource handbook is designed to educate Spartanburg Community College (SCC) faculty and staff about requirements of the law. This handbook contains examples of strategies that may be considered to meet the needs of students with disabilities. Accommodations suggested in this handbook may not be considered reasonable in all situations. In certain cases, depending on the extent of the accommodation, SCC may consider accommodations as an undue burden on the College.

Spartanburg Community College is committed to following applicable requirements of federal law found in the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

# THE ADA AND ITS IMPACT

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## What is the Law?

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protections for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local governments, and telecommunication relay services.

## What is the ADA's Definition of a Person with a Disability?

A “person with a disability” is anyone with a physical or mental impairment that substantially limits one or more major life activities, such as caring for one’s self, performing manual tasks, walking, seeing, hearing, breathing, learning, and working. An individual is also considered to have a disability under the ADA if they have a record of such impairment, or they are regarded as having a disability.

In addition to those people who have visible disabilities (persons who are blind, use hearing aids, or use a wheelchair) the definition includes people with a wide range of invisible disabilities. These include, but are not limited to, psychological problems, learning disabilities, chronic disabilities, arthritis, cancer, cardiac problems, or HIV/AIDS, and others.

### Confidentiality

Respect and maintain the confidentiality of a student with a disability. Always use discretion when discussing a student’s performance or necessary accommodations.

The following sections will provide a brief overview of the implications that ADA has within the context of higher education. The accommodation process, responsibilities of students, faculty, and the college, as well as program accessibility/ facility access, will be discussed.

# HOW DOES THE ADA AFFECT INSTITUTIONS OF HIGHER LEARNING?

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Public institutions of higher education are a covered entity under Title II of the ADA. Therefore, students with disabilities may not be excluded from participation in, or be denied the benefits of, or be subjected to discrimination by any institution that is subject to the ADA. The ADA does not require that the institution receive federal financial assistance. A postsecondary institution must make reasonable accommodations to provide students with disabilities an equitable opportunity to participate in the institution's courses, programs, and activities.

## **Request for Accommodations**

The college requests students to notify Student Disability Services of any accommodation needs as early as possible, preferably during pre-registration or before classes begin. This notification will help to ensure the quality and availability of services needed. Students are responsible for providing documentation to the Student Disability Services Office prior to arrangements for accommodations. Documentation from a professional (physician or psychologist) stating the student's disability, functional limitations and any accommodations needed is required. All accommodations are discussed with the Student Disability Services Counselor prior to implementation.

Should a student voluntarily approach a faculty or staff member to report a disability or to request an accommodation, the student should be referred to Student Disability Services. If a student discloses a health condition or disability on a health form required for a specific curriculum, this information is NOT disclosure of a disability for purposes of ADA or Student Disability Services. Should the instructor feel that a proposed accommodation will compromise course standards or interfere with instruction; these issues can be discussed with the Student Disability Services Counselor. Always respect the confidentiality of a student with a disability. Use discretion when discussing a student's performance or necessary accommodations.

It is encouraged that a statement be included in the course syllabus such as the following:

“Should you need an accommodation due to a disability, please notify Student Disability Services. The office is located in the Student Services Building, Suite 112, or you may call (864) 592-4811. By contacting Student Disability Services early, you will ensure that necessary support services and appropriate accommodations can be arranged.”

## **Student and Faculty Responsibilities**

*SCC students requesting services are required to:*

- Identify themselves to the counselor in Student Disability Services
- Provide documentation of their disability
- Consult with the counselor to determine specific accommodations based on documentation
- Maintain the same responsibility of their education as non-disabled students including maintaining the same academic progress, standards and behavior.
- Give timely notification of any needs for reasonable accommodations

*SCC faculty members are required to:*

- Cooperate with Student Disability Services staff in providing authorized accommodations and support services in a fair and timely manner. Accommodations are identified on the Faculty Notification Form.
- Meet with the student with a disability as quickly as possible, especially if the student is reluctant to self-advocate.
- Provide reasonable accommodations and NOT question the validity of a documented disability when accommodations have been authorized by the College.
- Not request to examine the student's confidential documentation.
- Have input and arrange with the student the means for providing accommodations in a particular class.
- Expect a student with a disability to demonstrate successful academic progress through timely completion of assignments and successful completion of course requirements.

## **Spartanburg Community College Responsibilities**

- Provide information in accessible formats to faculty, staff, students, and guests with disabilities upon request.
- Ensure that courses, programs, services, job activities, and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings.
- Provide or arrange reasonable accommodations, academic adjustments, and/or auxiliary aids and services for faculty, staff, students and guests with disabilities in courses, programs, services, jobs, activities and facilities.
- Maintain appropriate confidentiality of records and communications.

## **Program Accessibility**

The ADA requires that all academic programs and facilities, when viewed in their entirety, are to be accessible for all students with disabilities. All announcements of events, programs and activities should contain a statement informing and asking attendees with disabilities to request reasonable accommodations in advance.

## **Facility Access**

The ADA requires existing facilities of Title II entities to be accessible. Spartanburg Community College has a transition plan to make all existing facilities accessible to persons with disabilities to the extent that access is readily achievable and renovation does not pose an undue burden. For new construction or renovations, the College must be in compliance with the Americans with Disabilities Act Accessibility Guidelines (ADAAG) for buildings and facilities.

## **Emergency Evacuation of Buildings**

For further information about SCC Emergency Evacuation Plan contact the Office of Public Safety at 592-4911.

# AN OVERVIEW: TEACHING STUDENTS WITH DISABILITIES

Students bring a unique set of strengths and experiences to college and students with disabilities are no exception. While many learn in different ways, their differences do not imply inferior capacities. There is no need to dilute curriculum or to reduce course requirements for students with disabilities. However, accommodations may be needed, as well as modifications in the way information is presented and in methods of testing and evaluation. Faculty will be aided in these efforts by drawing upon the students' own prior learning experiences, using available college and departmental resources, and collaborating with support services staff. Specific suggestions for teaching students with disabilities will be offered in the sections devoted to each disability. This section will discuss several general considerations.

## Suggestions for Helping Students to Succeed in the Classroom

### *Curriculum and Instructional Modifications:*

- Start each lecture with an outline of material to be covered during the class session. At the conclusion of the class, briefly summarize key points.
- Speak directly to students and use gestures and natural expressions to reinforce meaning.
- Present new or technical vocabulary on the chalkboard or overhead, or use a handout. Use terms in context to convey greater meaning.
- Give assignments both orally and in writing to avoid confusion.
- Announce reading assignments well in advance for students using taped materials. It takes as long as six weeks to get a book tape-recorded.
- Facilitate note taking by allowing students use of recorders and note takers.
- Based on student need, allow priority seating in class, particularly when audio visual equipment such as overhead projectors or VCRs are used.
- Learn to work effectively with interpreters.
- Consider using a textbook with an accompanying study guide for optional use by students.
- Make sure videotapes used in class are captioned. If captioned versions are not available, contact Student Disability Services for assistance.
- Encourage students to use all campus resources and services. \*Accessible software is available on computers throughout the campus.
- Be flexible in terms of assignments, tests, etc., depending on the needs of students.

### *Test Modifications*

- Allow extended time limits for testing. Initially time-and-a-half is suggested with adjustments as needed; unlimited time is not recommended.
- Ensure access to distraction-free testing environment. A private room may be used.
- Be flexible in testing format. If necessary, allow students with learning disabilities to demonstrate mastery of course material using alternative methods and/or projects (e.g. extended time limits, oral exams, taped exams, individually proctored exams in a separate room or take home projects.)
- Allow use of a laptop computer, print enlarger, typewriter or braille.
- Allow a reader to read the test and record answers for the student.
- Allow oral exams or access to a dictaphone. For students with documented learning disabilities, permit use of simple calculators, scratch paper and spelling dictionaries during exams.
- Provide adequate opportunities for questions and answers, including review sessions and conferences.
- Incorporate the use of multimedia, visual aids and other activities that reinforce learning concepts.

### Auxiliary Aids and Resources

#### Currently Available

- Job Access With Speech software (JAWS)
- Tape recorders
- Listening aids (FM Systems)
- Closed circuit televisions (CCTV's) (magnifies reading material)
- Teletypewriters (TTYs)
- Dot locators (raised dots to assist in locating home keys on keyboard)
- Large print dictionaries
- Large print thesauruses
- Brailed notes/tests
- Note takers
- Readers
- Interpreters
- Transcribers

## Teaching Students Who Are Blind or Visually Impaired

Visual impairment varies greatly: people are considered legally blind when visual acuity is 20/200 or less in the better eye with the use of corrective lenses. Most people who are legally blind have some vision. Others, who have low vision, may rely on residual vision with the use of adaptive equipment. People who are totally blind may have visual memory, its strength depending on the age when vision was lost.

### Before or Early in the Semester

- Students are asked to register early in the advisement period.  
You will receive notification from the Cooperative Program (South Carolina School for the Deaf and Blind) staff if a blind or visually impaired student has registered early, made contact with the Cooperative Program and will be in your class.
- Contact with the Cooperative Program staff should be made to determine the need for a reader, note taker, etc., if Cooperative Program staff have not already communicated this information to you by way of the student on the Faculty Notification Form. If requested, assist the Cooperative Program staff in identifying note takers.
- Provide reading lists or syllabi in advance. Allow time for arrangements to be made for the taping or Brailing of texts.
- Reserve front seats for low-vision students. If a guide dog is used, it will be highly disciplined and requires little space. The service animal is not to be petted.
- Keep classroom doors completely closed or completely opened to help students avoid collisions.

### *During the Semester*

- Face the class when speaking.
- Convey in spoken words whatever you put on the chalkboard and other visual cues or graphic materials you may use.
- Use white chalk on the chalkboard or dark colored markers on whiteboards and overheads. Also, clean boards are easier for a student to read.
- Permit lectures to be taped and/or provide copies of lecture notes, where appropriate.
- Provide copies of classroom materials to the Cooperative Program support staff for enlargement, preferably one week before needed, or enlarge materials on a photocopier.
- Be flexible with assignment deadlines.
- Plan field trips and special projects well in advance and alert field supervisors to adaptations needed. Contact the Student Disability Services staff if special accommodations and resources are required.
- If a specific task is impossible for the student to carry out, consider an alternate assignment. The Student Disability Services staff is available for consultation.

Whatever the degree of visual acuity, students who are visually impaired should be expected to participate fully in classroom activities, such as discussions and group work. To record notes, some students use devices such as laptop computers or computerized Braille. Students may have limitations in laboratory classes, field trips and internships, but with planning and adaptive equipment their difficulties can be minimized.

### *Examinations and Evaluations*

Students should not be exempt from examinations or be expected to master less content or a lower level of scholastic skill because of a visual impairment. Alternative means of assessing their course achievements may be necessary. The students themselves, because of their experience in previous learning situations, and the Student Disability Services office may offer suggestions on testing and evaluation strategies. The most expedient devices are alternative examinations (oral, large-print, Braille or taped), the extension of time for exams and the use of such aids as print enlargers, specialized computer programs or tape recorders. Other adaptations suited to specific instructional situations, such as tactile materials in presenting diagrams or illustrations in certain subjects, may be helpful.

## Teaching Students Who Are Deaf or Hearing Impaired

Students who are deaf or hard of hearing may use a wide range of services depending on the language or communication system they use.

People who are Culturally Deaf are members of a distinct linguistic and cultural minority. The members of this cultural group use American Sign Language as their first language. Therefore, members of this cultural group are bilingual and English is their second language. As with any cultural group, people who are deaf have their own values, social norms and traditions. Be sensitive and attentive to cross-cultural information in the mainstreamed classroom setting. Students who are culturally deaf may use American Sign Language interpreters in the classroom setting.

Telephone communication for students who are deaf is no longer an obstacle. Teletypewriters (TTYs) are available in the Student Disability Services office (Student Services Building, Room 116). Most students use the statewide relay services. Training on both methods is available through Student Disability Services. When contacting deaf students, faculty/staff may opt to use either the statewide relay service or the specialized TTY's available at the college.

### RELAY South Carolina

RELAY South Carolina is a service which provides access to telephone communications for individuals who need assistance. RELAY operators translate text telephone (TTY) messages into speech for non-TTY users and vice versa. You can access RELAY by dialing 711 statewide.

### *Communicating with Deaf and Hard of Hearing Students*

Although they may wear hearing aids, many students rely primarily on lip reading. Even highly skilled lip readers usually comprehend only 30% of what is said. Students who rely on lip reading frequently miss class members' comments and have difficulty understanding instructors who cover their lips, face the chalkboard, move around or wear mustaches.

People who use hearing aids usually do not hear sounds as others do. Hearing aids amplify all sounds and can make small noises, such as loud air conditioners, hissing fluorescent light fixtures, and traffic noise overwhelming. Sometimes people with hearing aids hear only jumbled and disjointed fragments of spoken speech.

An interpreter may be necessary to convey spoken speech to the deaf student by the use of sign language, such as American Sign Language, Signed English, Exact English or Cued Speech. The interpreter should be placed in proximity to the instructor so that the student can see both the signed interpretation and the visual cues of the instructor with ease.

During lectures, some students with hearing impairments may need to have the instructor's speech amplified so that they can hear more clearly. Some students may ask the instructor to wear a small wireless FM microphone that is compatible with their hearing aids. Other students may need to audio tape lectures so that they can play the tape back at a higher volume. All students with hearing loss will most likely need note taking services as it is difficult to focus on the interpreter and/or the instructor while simultaneously taking notes.

### *Things to Keep in Mind*

- Students are asked to register early in the advisement period. The Coordinator for the Cooperative Program will notify you if a deaf or hard of hearing student will be in your class if the student registers early.
- Students who are deaf or hard of hearing will benefit from front row seating. An unobstructed line of vision is necessary for students who use interpreters and for those who rely on lip reading and visual cues. If an interpreter is used, the student's view should include the interpreter and instructor.
- Face the student and speak in a natural tone.
- When using an interpreter, speak directly to the student and not to the interpreter.
- Recognize the processing time that the interpreter takes to translate a message from original language into another language (whether English to American Sign Language or vice-versa) because this will cause a delay in the student's receiving information, asking questions and/or offering comments.
- Repeat questions and remarks of other people in the room.
- Use visual aids and the chalkboard to reinforce spoken presentations when possible.
- If requested, assist the Student Disability Services/Cooperative Program in identifying student note takers.
- When possible, provide the student with class outlines, lecture notes, lists of new technical terms and printed transcripts of audio and audio-visual materials.
- Do not hesitate to communicate with the student in writing when conveying important information such as assignments, scheduling, deadlines, etc.
- The classroom door should be closed to eliminate outside distractions and amplification of background noise.

## Teaching Students With Learning Disabilities

### *What is a Learning Disability?*

A Learning Disability is a permanent disorder that affects the manner in which individuals with normal or above average intelligence receive, retain and express information. The condition is diagnosed when the individual's achievement on individually administered, standardized tests in reading, mathematics, or written expression is substantially below that expected for age, schooling, and level of intelligence.

Note: A Learning Disability is not a form of mental retardation or an emotional disorder.

The condition has only been identified in the past 25 years and often goes undiagnosed. That is why people with learning disabilities, and others, often misunderstood it to be an intellectual deficiency, which it emphatically is not. While a learning disability cannot be "cured," its effect can be minimized through instructional intervention and compensatory strategies. In general, a variety of instructional modes enhances learning for students with learning disabilities, as well as others, by allowing them to master material that may be inaccessible in one particular form. Documentation of the disability is required not only to establish the need for special services, but to determine the kind of special services that are indicated. Students who are believed to have a learning disability that has not been previously or reliably identified should be referred to Student Disability Services.

### *Auditory Processing*

Some students may experience difficulty integrating information presented orally, thus hindering their ability to follow the sequence and organization of a lecture.

- Provide students with a course syllabus at the beginning of the semester.
- Outline class presentations and write new terms and key points on the chalkboard.
- Repeat and summarize segments of each presentation and review them in their entirety.
- In dealing with abstract concepts, paraphrase them in specific terms and illustrate them with concrete examples, personal experiences, hands-on models, charts, and graphs.

### *Reading*

Reading may be slow and deliberate and comprehension may be impaired for a student with a learning disability, particularly when dealing with large quantities of material. For such a student, comprehension and speed are expedited dramatically with the addition of auditory input.

- Make required book lists available prior to the first day of class to allow students to begin their reading early or to have tests put on tape.
- Provide students with chapter outlines or study guides that cue them to key points in their readings.
- Read material aloud that is written on the chalkboard or that is given in handouts or transparencies.

### *Memory or Sequencing Difficulties*

The student's execution of complicated directions may be impeded.

- Keep oral instructions concise and reinforce them with brief cue words.
- Repeat or re-word complicated directions.

### *Note Taking*

Some students with learning disabilities need alternative ways to take notes because they cannot write effectively or assimilate, remember and organize the material while listening to a lecture.

- Allow note takers to accompany the student to class.
- Permit tape recording or make your notes available for material not found in texts or other accessible sources.
- Assist the student, if necessary, in arranging for a classmate to share notes.

### *Participation*

It is helpful to determine the student's ability to participate in classroom activities. While many students with learning disabilities are highly articulate, some have severe difficulty in talking, responding or reading in front of groups.

### *Specialized Limitations*

Some students with learning disabilities may have poor coordination or trouble judging distance or differentiating between left and right. Perceptual problems may be overcome by providing class demonstrations from the student's right-left frame of reference and by using color codes or supplementary symbols for left and right.

### *Laboratories*

Laboratories used for the sciences can be especially overwhelming for students with learning disabilities. New equipment, exact measurement and multi-step procedures may demand precisely those skills that are hardest for them to acquire.

- An individual orientation to the laboratory and equipment can minimize student anxiety.
- Labeling equipment, tools and materials is helpful.
- The student's use of cue cards or labels designating the steps of a procedure may expedite the mastering of a sequence.
- Specialized adaptive equipment may help with exact measurements.

### *Behavior*

Because of perceptual deficiencies, some students with learning disabilities are slow to grasp social cues and respond appropriately. They may lack social skills, or they may have difficulty sustaining focused attention. If such a problem results in classroom interruptions or other disruptions, it is advisable to discuss the matter privately with the student and with the Student Disability Services staff.

### *Testing and Evaluation*

A learning disability may affect the way a student should be evaluated. If so, special arrangements may be necessary.

- Students may need to take examinations in the Testing Center. Students with learning disabilities are especially sensitive to distractions.
- Grant time extensions on exams and written assignments when there are significant demands on reading and writing skills.
- Avoid overly complicated language in exam questions and clearly separate them in their spacing on the exam sheet. For a student with perceptual deficits, avoid using scannable answer sheets if possible. Students may perform better if allowed to write answers on ruled paper.
- Try not to test on material just presented since more time is generally required to assimilate new knowledge.
- Permit the use of a dictionary, computer spell checkers, a proofreader or in mathematics and science, a calculator (no programmable calculators!). In mathematics, the student may understand the concepts but may make errors by maligning numbers or confusing mathematical facts.
- When necessary, allow students to use a reader, note taker, transcriber, word processor, tape recorder or typewriter.
- Consider alternative test designs when appropriate. Some students with learning disabilities may find essay formats difficult, and a student with a perceptual impairment may have trouble with matching tests.
- Consider alternative or supplementary assignments that may serve evaluation purposes, such as taped interviews, slide presentations, photographic essays or hand-made models.

### *Learning and Evaluation Strategies for Students with Learning Disabilities*

- Allow use of readers, note takers, transcribers, word processors, tape recorders
- Allow adequate time for assimilation of new material
- Use alternative learning strategies and assessment designs
- Allow extended time for exams and written assignments that require extensive reading and writing
- Limit distractions
- Use clear, concise directions

## Characteristics of Students with Learning Disabilities

### *Reading Skills*

- Slow reading rate and/or difficulty in modifying reading rate in accordance with material's level of difficulty.
- Uneven comprehension and retention of material read.
- Difficulty identifying important points and themes.
- Incomplete mastery of phonics, confusion of similar words, difficulty integrating new vocabulary.
- Skipping words or lines of printed material.
- Difficulty reading for long periods of time.

### *Written Language Skills*

- Difficulty planning a topic and organizing thoughts on paper.
- Difficulty with sentence structure (e.g., incomplete sentences, run-ons, poor use of grammar, missing inflectional endings).
- Frequent spelling errors (e.g., omissions, substitutions, and transpositions), especially in specialized and foreign vocabulary.
- Difficulty effectively proofreading written work and making revisions.
- Compositions are often limited in length.
- Slow written production.
- Poor penmanship (e.g., poorly formed letters, incorrect use of capitalization, trouble with spacing, overly large handwriting).
- Inability to copy correctly from a book or the chalkboard.

### *Oral Language Skills*

- Inability to concentrate on and comprehend spoken language when presented rapidly.
- Difficulty in orally expressing concepts that they seem to understand.
- Difficulties in speaking grammatically correct English.
- Difficulty in following or having a conversation about an unfamiliar idea.
- Difficulty in telling a story in the proper sequence.
- Difficulty in following oral or written directions.

### *Mathematical Skills*

- Incomplete mastery of basic facts (e.g., mathematical tables).
- Reversing numbers (e.g., 123 to 321 or 231).
- Confusing operational symbols, especially + and x.
- Copying problems incorrectly from one line to another.
- Difficulty in recalling the sequence of operational concepts.
- Difficulty in comprehending word problems.
- Difficulty in understanding key concepts and applications to aid problem solving.

### *Organizational and Study Skills*

- Difficulty with organizational skills.
- Difficulty in managing time.
- Slow to start and to complete tasks.
- Repeated inability, on a day-to-day basis, to recall what has been taught.
- Lack of overall organization in taking notes.
- Difficulty in interpreting charts and graphs.
- Inefficient use of library and reference materials.
- Difficulty in preparing for and taking tests.

### *Attention and Concentration*

- Trouble focusing and sustaining attention on academic tasks.
- Fluctuating attention span during lectures.
- Easily distracted by outside stimuli.
- Difficulty in juggling multiple tasks demands; overloads quickly.
- Hyperactivity and excessive movements may accompany the inability to focus attention.

### *Teaching Students with Physical Disabilities*

A wide range of conditions may limit mobility and/or hand function. Among the most common permanent disorders are musculoskeletal disabilities such as partial or total paralysis, amputation or severe injury, arthritis, active sickle cell disease, muscular dystrophy, multiple sclerosis or cerebral palsy. Additionally, respiratory and cardiac diseases, which are debilitating, may consequently affect mobility. Any of these conditions may also impair the strength, speed, endurance, coordination and dexterity that are necessary for proper hand function. While the degree of disability varies, students may have difficulty getting to or from class, performing in class, and managing out-of-class assignments and taking tests.

### *Getting To and From Class*

Physical access to classrooms is a major concern of students with physical disabilities. Students who use wheelchairs, braces, crutches, canes, prostheses or fatigue easily may have difficulty moving about within the time constraints imposed by class schedules. Occasional lateness may be unavoidable. Tardiness or absence may be caused by transportation problems, inclement weather or wheelchair breakdown.

- Consider the accessibility factor before or early in the semester and discuss it with the student and, if necessary, the Student Disability Services staff.
- Be prepared to arrange for a change of classroom or building if no other solution is possible.
- Familiarize yourself with the building's emergency evacuation plan and ensure that it is manageable for students with physical disabilities.
- Advisors and the Student Disability Services counselor may work with the student to devise a class schedule which the student can physically tolerate.

### *In Class*

Some courses and classrooms present obstacles to the full participation of students with physical disabilities. In seating such students, every effort should be made to integrate them into the class. Assigning students to a doorway, a side aisle or the back of the room should be avoided. Even apparently insurmountable barriers such as fixed seating may be overcome by arranging for a chair to be unbolted and removed to make room for a wheelchair. Laboratory stations too high for wheelchair users to reach or transfer to, or with insufficient under-counter knee clearance, may be modified or may be replaced by portable stations. Otherwise, the assistance of an aide to follow the student's lab instructions may be necessary.

- Students with hand function limitations may have similar difficulties, both in the laboratory and the classroom, doing in-class writing assignments and taking written tests. Computers with modified keyboards/cursor may be necessary.
- Permit the use of a note taker or tape recorder.
- Team the student with a laboratory partner or assistant.
- Allow in-class writing assignments to be completed out of class with the use of a transcriber, if necessary.
- Arrange for oral or taped tests or provide space and supervision for extended testing time.

### *Out-of-Class Assignments*

For students with physical disabilities or who have hand function impairments, the assignment of library reading or research may present obstacles. Arrangements for assistance with library personnel may be made for access to card catalogues, bookshelves, microfiche and other equipment, or for manipulating the pages of publications. The extension of deadlines and the use of "incomplete" grades may be appropriate because the completion of required work may be delayed. Off-campus assignments and field work may pose similar problems of accessing resources. Instructors should give advance notice to students who rely on special transportation, extending deadlines and allowing alternative equipment assignments.

## Teaching Students with Psychological Impairments

Many students with psychological impairments can present some of the greatest challenges to the college instructor. Like those with other disabilities, their impairments may be hidden, and in fact, latent, with little or no effect on their learning. Unlike others, however, their emotional disturbances may manifest themselves in negative behavior ranging from indifference and recalcitrance to disruptiveness. Such conduct makes it hard to remember that these students have as little control over their disabilities as do students with physical disabilities.

Among the most common psychological impairments among students is depression. The condition may be temporary, in response to inordinate pressures at school, on the job, at home or in one's social life. It may be manifested as a pathological sense of hopelessness or helplessness which may provoke, in its extreme, threats or attempts at suicide. It may appear as apathy, disinterest, inattention, impaired concentration, irritability, or as fatigue or other physical symptoms resulting from changes in eating, sleeping or other living patterns.

Anxiety is prevalent among students and may also be the transient reaction to stress. Mild anxiety, in fact, may promote learning and improve the student's functioning. Severe anxiety, however, may reduce concentration, distort perception and weaken the learning process. Anxiety may manifest itself as withdrawal, constant talking, complaining, joking or crying, fantasizing, or extreme fear, sometimes to the point of panic. Bodily symptoms might include episodes of light headedness or hyperventilation.

In dealing with psychological conditions that affect the functioning of the affected student alone, the principles outlined for all students with disabilities in the Overview section generally apply. If the behavior begins to affect others or your course of instruction, refer to the Student Disability Services Office.

### *Suggestions*

- Discuss inappropriate classroom behavior with the student privately, directly and forthrightly, delineating if necessary the limits of acceptable conduct.
- Be objective in your discussions with the student; do not attempt to diagnose or treat the psychological disorder, only the student's behavior in the course.
- If you sense discussion would not be effective, or if the student approaches you for therapeutic help, refer the student to the Student Disabilities Services staff for assistance and/or referral.
- If abusive or threatening behavior occurs, contact Public Safety (phone number 4911) and/or the Vice President of Student Affairs immediately. Take measures to separate the students from those who might be harmed, dismissing class, if necessary, to do so.
- Remember, students with psychological disabilities are required to meet the same standards of behavior as other students.

## Teaching Students with Seizure Disorders

Students with epilepsy and other seizure disorders are sometimes reluctant to divulge their conditions because they fear being misunderstood or stigmatized. Misconceptions about these disorders, that they are forms of mental illness, contagious and untreatable, for example, have arisen because their ultimate cause remains uncertain. There is evidence that hereditary factors may be involved and that brain injuries and tumors, occurring at any age, may give rise to seizures. What is known as seizures result from imbalances in the electrical activity of the brain. Students with seizure disorders are often under preventive medication which may cause drowsiness and temporary memory problems. Such medication makes it unlikely a seizure will occur in class.

In the event of a student exhibiting signs of a seizure episode, follow this procedure:

- Keep calm. Although its manifestations may be intense, they are generally not painful to the individual.
- Remove nearby objects that may injure the student during the seizure.
- Help lower the person to the floor and place cushioning under his/her head.
- Turn the head to the side so breathing is not obstructed.
- Loosen tight clothing.
- Do not force anything between the teeth.
- Do not try to restrain bodily movement.
- After a seizure, faculty should deal forthrightly with any concerns of the class. One suggestion is to ask the student with this disorder if it is okay to share more information on the condition (in general). Call Student Disability Services if you need more information or assistance. \*Most often, the Faculty Notification Form will indicate a student's history of seizures.

## Teaching Students with Other Disabilities

There are many other conditions that may interfere with a student's academic functioning. Some of their symptoms and the types of intervention required may resemble those covered elsewhere in this manual. The general principles set forth in the Overview apply. These conditions can include, but are not limited to the following:

- Cerebral Palsy
- Chronic illnesses, such as:
  - o AIDS
  - o Arthritis
  - o Cancer
  - o Cardiac Diseases
  - o Diabetes
  - o Multiple Sclerosis
  - o Muscular Dystrophy
  - o Psychiatric Disabilities
- Drug or Alcohol Addiction (Section 504 covers former users and those in recovery programs who are not currently using drugs or alcohol.)
- Epilepsy or Seizure Disorders
- Mental Retardation
- Orthopedic Impairments
- Specific Learning Disabilities
- Speech Disorders
- Spinal Cord or Traumatic Brain Injuries

## FACULTY NOTIFICATION FORM

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Instructor: \_\_\_\_\_ Course/Section: \_\_\_\_\_ Time: \_\_\_\_\_

Term: \_\_\_\_\_ Year: \_\_\_\_\_

Student: \_\_\_\_\_ College ID#: \_\_\_\_\_

It is my pleasure to write to you on behalf of the above named student. This student has a documented disability that does not allow the performance of certain academic tasks in the traditional manner. The accommodation(s) listed below will help facilitate the student's ability to function within the postsecondary setting.

### Classroom

- Taping/transcribing lectures
- Front Row/ Priority Seating
- Note-taker/Reader-Writer
- Clear View: Lip-reading
- Interpreter
- Assistive Listening Devices
- Brailled Materials
- Large Print Handouts
- Visual Media (graphics/transparencies)
- Physical Assistance in Labs
- Captioned Video/Films
- Furniture Accessibility
- Assignment substitution
- Early Access to Syllabus
- Other

### Testing

- Distraction-free testing environment
- Extended Time (Time allowed for test, plus half that time. Example: If class is allowed 1 hour for test, this student should be allowed 1.5 hours.)
- Interpreter
- Calculator
- Electronic Speller
- Brailled Tests
- Large Print Tests
- Reader/Writer
- Test on Tape
- Proctored Exam
- Oral Testing
- Computer Usage
- Alternative Test Design
- Other

Comments: \_\_\_\_\_

The accommodation(s) listed above are not meant to give this student an advantage over the other students, but merely to provide an equitable opportunity, which is available to all students. These are considered to be reasonable accommodations under Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

For your convenience, I have attached a faculty/staff reference guide. Please acknowledge receipt of this letter and accompanying desk reference guide by returning a signed copy of this letter to my office within five dates of the date listed above. Please remember to keep a copy for your files.

Should you have any questions or need additional information, do not hesitate to contact David Jamison, coordinator of disability services, at (864) 592-4811, or e-mail: jamisond@sccsc.edu. Thank you for your time and efforts.

Instructor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **HELPFUL TELEPHONE NUMBERS**

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Student Disability Services is located on the first floor of the Student Services Building in Suite 112. Our telephone number is (864) 592-4811.

Ms. Geraldine Brantley, Coordinator of Student Disability Services  
Room 118, Student Services Building  
Telephone Number (864) 592-4818

Ms. Kathy McKenzie, Director of Enrollment Services  
Telephone Number (864) 592-4808

Mr. Ron Jackson, Vice President of Student Affairs  
Suite 167, Student Services Building  
Telephone Number (864) 592-4806

RELAY South Carolina 711

## REQUEST FOR ALTERNATIVE TEST ADMINISTRATION

**Please note the following:**

- The **student** is responsible for completing the first section **and** ensuring his/her instructor completes the second section before returning this form to **Student Disability Services (SDS)** in the Student Services Building Room 118.
- Tests must be received at least 24 hours prior to the test time.
- Student Disability Services is responsible for test security, designating a test proctor when needed, as well as assuring delivery of the test from faculty to Student Disability Services.
- The Student Disability Services hours are from 8:00 am to 5:00 pm Monday – Thursday
- Please contact Student Disability Services at 864-592-4818 if you have any questions.

|                                 |  |
|---------------------------------|--|
| S<br>T<br>U<br>D<br>E<br>N<br>T | <p>a. Name: _____ Course: _____ Instructor: _____</p> <p>b. I am requesting the following accommodation(s) as specified in my accommodation letter:<br/> <input type="checkbox"/> extended time (50% more time)    <input type="checkbox"/> reader    <input type="checkbox"/> use of technology<br/> <input type="checkbox"/> separate, low distraction room    <input type="checkbox"/> transcriber    <input type="checkbox"/> other: _____</p> <p>c. Student signature: _____ Date: _____.</p> |
|---------------------------------|--|

|  |   |
|--|---|
| I<br>N<br>S<br>T<br>R<br>U<br>C<br>T<br>O<br>R | <p>a. The student and I have agreed that he/she will take this test at the following date and time:<br/>Date: _____ Time: _____</p> <p>b. Coordination of test pick-up (select one of the following):<br/> <input type="checkbox"/> Test will be ready:<br/> Date: _____ Time: _____ Location: _____<br/> <input type="checkbox"/> Test will be forwarded electronically to <a href="mailto:brantleyg@sccsc.edu">brantleyg@sccsc.edu</a> no later than:<br/> Date: _____ Time: _____</p> <p>c. Location for test return: _____<br/> <ul style="list-style-type: none"> <li>• Tests will be sent by campus mail no later than 5:00 pm on the test date unless other arrangements are required</li> <li>• Faculty should be prepared to pick up any exam from SDS office that need to be graded immediately</li> </ul> </p> <p>d. The following test administration considerations apply to this test<br/> <input type="checkbox"/> open book    <input type="checkbox"/> Scantron sheet    <input type="checkbox"/> notes allowed    <input type="checkbox"/> calculator allowed<br/> <input type="checkbox"/> closed book    <input type="checkbox"/> Blue Book    <input type="checkbox"/> no notes allowed    <input type="checkbox"/> other _____</p> <p>Please specify if you have other or additional instructions regarding the scheduling or proctoring of this test<br/> _____</p> <p>Instructor signature: _____ Date _____ Extension: _____</p> |
|--|---|

**STUDENT DISABILITY SERVICES COMPLETES THIS SECTION**

Accommodated time allotted for test:     1 hr 15 min     1 hr 53 min     other: \_\_\_\_\_

Actual Start Time: \_\_\_\_\_ Actual Finish Time: \_\_\_\_\_

Test proctor signature: \_\_\_\_\_ Date: \_\_\_\_\_

# A-T LAB REQUEST FOR ALTERNATIVE TEST ADMINISTRATION

**Please note the following:**

- The **student** is responsible for completing the first section **and** ensuring his/her instructor completes the second section before returning this form to the Assistive Technology Lab (A-T Lab) in the West Building, Room C-04E.
- Tests must be received at least 24 hours prior to the test time.
- The staff of the A-T Lab is responsible for test security, designating a test proctor when needed, as well as assuring delivery and return of the test between the faculty and the Lab.
- The A-T Lab hours are from 7:30 am to 4:00 pm Monday – Thursday
- Please contact the A-T Lab staff at 864-592-4719 if you have any questions.

|  |   |
|--|---|
| <b>S<br/>T<br/>U<br/>D<br/>E<br/>N<br/>T</b> | <p>d. Name: _____ Course: _____ Instructor: _____</p> <p>e. I am requesting the following accommodation(s) as specified in my accommodation letter:<br/> <input type="checkbox"/> extended time (50% more time)    <input type="checkbox"/> reader-writer    <input type="checkbox"/> use of technology<br/> <input type="checkbox"/> separate, low distraction room    <input type="checkbox"/> transcriber    <input type="checkbox"/> other: _____</p> <p>f. Student signature: _____ Date: _____.</p> |
|--|---|

|  |   |
|--|---|
| <b>I<br/>N<br/>S<br/>T<br/>R<br/>U<br/>C<br/>T<br/>O<br/>R</b> | <p>e. The student and I have agreed that he/she will take this test at the following date and time:<br/> Date: _____ Time: _____</p> <p>f. Coordination of test pick-up (select one of the following):<br/> <input type="checkbox"/> Test will be ready:<br/> Date: _____ Time: _____ Location: _____<br/> <input type="checkbox"/> Test will be forwarded electronically to <a href="mailto:smiths@sccsc.edu">smiths@sccsc.edu</a> no later than:<br/> Date: _____ Time: _____</p> <p>g. Location for test return: _____<br/> <ul style="list-style-type: none"> <li>• Tests will be sent by campus mail no later than 5:00 pm on the test date unless other arrangements are required</li> <li>• Faculty should be prepared to pick up any exam from the A-T Lab that needs to be graded immediately</li> </ul> </p> <p>h. The following test administration considerations apply to this test<br/> <input type="checkbox"/> open book    <input type="checkbox"/> Scantron sheet    <input type="checkbox"/> notes allowed    <input type="checkbox"/> calculator allowed<br/> <input type="checkbox"/> closed book    <input type="checkbox"/> Blue Book    <input type="checkbox"/> no notes allowed    <input type="checkbox"/> other _____</p> <p>Please specify if you have other or additional instructions regarding the scheduling or proctoring of this test<br/> _____<br/> _____</p> <p>Instructor signature: _____ Date _____ Extension: _____</p> |
|--|---|

**A-T LAB STAFF COMPLETES THIS SECTION**

Accommodated time allotted for test:     1 hr 15 min     1 hr 53 min     other: \_\_\_\_\_

Actual Start Time: \_\_\_\_\_ Actual Finish Time: \_\_\_\_\_

Test proctor signature: \_\_\_\_\_ Date: \_\_\_\_\_



**SPARTANBURG  
COMMUNITY  
COLLEGE**

(864) 592-4800 (866) 591-3700

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